Teacher(s) Name: Stacey Gargan

Thematic Unit Theme/Title/Grade Level:\_Communities, Get to know your Community, 2nd

Wiki space address: http://ucf2communitysp10t.wikispaces.com

# Daily Lesson Plan Day/Title: Learning about communities/ Day 2

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| Learning Objectives **What will students accomplish / be able to do at the end of this lesson?** | *The student will be able to identify multiple parts of the community, be aware of the community they belong to, brainstorm what a community is as a class, and illustrate their own community* |
| **NCSS Theme/Sunshine State Standards** List each standard. Cutting and pasting from the website is allowed. *These can be downloaded from the Florida Dept of Education* [*http://flstandards.org*](http://flstandards.org)*.* | SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.  LA.2.4.2.2   The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic  [LA.2.6.4.2: The student will use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl20$HyperLink2','')) |
| Student Activities & Procedures  *Teacher Activities/Student Activities*   * What best practice strategies will be implemented? * How will you communicate student expectation? * What products will be developed and created by students? | 1. *The students will review and discuss their interview in groups of four.* 2. *Ask the students, “What makes up our community?”* 3. *As a class, on easel paper, make a bubble chart to be used as a reference for the unit.* 4. *Students will brainstorm the different aspects of what makes up their community.* 5. *Show an example of the “My Community” illustration* 6. *Allow the students to create their own “My Community” illustration* 7. *Students can “Think/Pair/Share” with an elbow partner while creating “My Community”* 8. *Students that finish their illustration will place it in their “Reporter’s Bag”* 9. *Students who do not finish their illustration will complete it as homework.* |
| Resources/Materials | * *Easel Paper* * *Marker* * *Construction Paper* * *Art Supplies* |
| **Assessment**   * How will student learning be assessed? Authentic/Alternative assessments? * Are you using a rubric? * Informal assessment: participation rubrics, journal entries, collaborative planning/presentation notes | Pre-Assessment:  Students will be pre-assessed by identifying the parts of their community during the brainstorming for the bubble chart.  Post-Assessment:  Students will be assessed by creating “My Community” illustration depicting their community. |
| Exceptionalities What accommodations do you make for ESOL, Gifted/Talented students, Learning/Reading disabilities, etc | ESOL/SLD/Gifted Students: Students will be able to work in groups, discuss and learn about each other’s interviews, and show their individuality when creating their illustration. |
| Discussion Notes | Remind students about their Stamp sheet for Day 4. |